

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion for EFL teachers' perception of formative assessment had by 3 teachers from ELTM 2 course in ELE-SP UNJ.

4.1 Data Description

Below is the data description of EFL teachers' perception of formative assessment. The data of this study were gained through questionnaire and interview. The questionnaires were administered to 3 EFL teachers from ELTM 2 course in ELE-SP UNJ . It was consisted of 24 statements which divided into 5 parts; those are formative assessment purposes, formative assessment strategies, formative assessment principles/elements, formative assessment methods, and formative assessment techniques (attitude, knowledge, and skills competence).

Three EFL teachers from ELE-SP UNJ (2 women and 1 man) voluntarily participated in this study. All were assigned to the same questionnaire.

4.2 Findings

Based on the data gathered, the writer analyzed it to answer the research questions. The research question of this study is

1) How do the teachers' perceive the concept of formative assessment in EFL classrooms?

To answer the research questions, the writer analyzed and connected the findings through 5 research sub questions. The sub questions are:

a) What is their perception of the purposes of formative assessment in EFL classrooms?

b) What is their perception of the principles of formative assessment in EFL classrooms?

- c) What is their perception of methods of formative assessment in EFL classrooms?
- d) What is their perception of the techniques of formative assessment in EFL classrooms?
- e) What is their perception of the strategies of formative assessment in EFL classrooms?

4.2.1 Findings from the Questionnaire

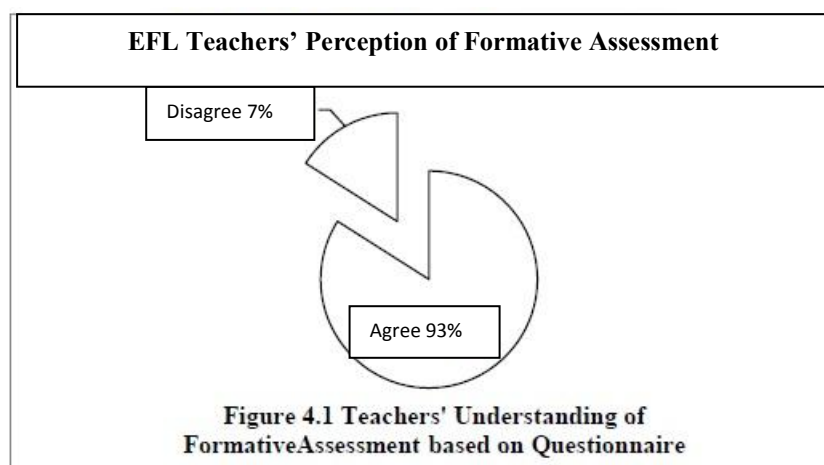
The questionnaires were administered to 3 EFL teachers from ELE-SP UNJ. It was consisted of 24 statements which divided into 5 parts; those are formative assessment purposes, formative assessment strategies, formative assessment principles/elements, formative assessment methods, and formative assessment techniques (attitude, knowledge, and skills competence). Each number of questionnaires was written in Bahasa Indonesia to avoid any misinterpretation and to ease the respondents in completing the questionnaires (the questionnaires are attached in appendix).

The questionnaire used Likert scale and was using 1-to-5 rating scale to ease the calculation process. The 1-5 Likert scale was used for the questionnaire as the choice of the response that means:

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|---------|--|
| 1 (STS) | : the teacher disagrees with the statement |
| 2 (TS) | : the teacher does not really agree with the statement |
| 3 (TT) | : the teacher does not know with the statement |
| 4 (S) | : the teacher agrees with the statement |
| 5 (SS) | : the teacher strongly agrees with the statement |

4.2.1.1 The Perception of Formative Assessment

To answer the main research question, the total percentage from the questionnaire has been calculated. Following is the table of EFL teachers' perception of formative assessment gained from questionnaire:



Based on the data above, it shows that 93% EFL teachers claim that they understand the concept of formative assessment; meanwhile it was revealed that only 7% of them do not understand the concept of formative assessment.

4.2.1.2 The Purposes of Formative Assessment

The first part of questionnaire (statement 1-4) is to find out the answer sub question a, which is to find out teachers' understanding of the purpose of formative assessment. Table 4.1 revealed the results of EFL teachers' perception of formative assessment purposes gained from questionnaire.

Table 4.1 Teachers' Understanding of FA Purposes (Questionnaire)

FA Purposes	Agree	Disagree
I use and understand FA to develop students' learning	90%	10%
I use and understand FA to gather the gap information between students' achievement and intended instructional outcomes	90%	10%
I use and understand FA to adjust ongoing teaching and learning	87%	13%
I use and understand FA to help my students concentrate on their specific problems with their work and giving them a clear understanding of what is wrong and how to put it right	90%	10%
Total Average	89%	11%

Based on the data gained from the questionnaire, it can be seen that almost 90% of EFL teachers understand and agree to use formative assessment as a tool to develop students' learning; meanwhile only 10% of them do not understand it.

Moreover, 90% of them use formative assessment as a process to gather information the gap between students' achievement and intended instructional outcomes, and to adjust ongoing teaching and learning. Meanwhile, there is 10% of them do not understand the two purposes.

In the last purpose, also it can be seen that 87% of them understand and use formative assessment to help their students concentrate on their specific problems with their work and giving them a clear understanding of what is wrong and how to put it right,

however it was revealed that 13% of them do not understand that formative assessment can be as a tool to help students to find out students' strengths and weaknesses.

Overall, after calculating the data gained from the questionnaire, it can be conclude that most of EFL teachers (89%) understand the purpose of formative assessment is to adapt the teaching and learning process to enhance students' achievement of targeted results also the learning proces by providing feedback to the students; however it was revealed that 11% of them do not understand the purposes of formative assessment.

4.2.1.3 The Strategies of Formative Assessment

The second part of questionnaire (statement 5-7) is to find out the answer sub question b, which is to seek teachers' understanding of the strategies of formative assessment. Table 4.2 describes the results of EFL teachers' perception of formative assessment strategies. These strategies are based on the (Heritage 2007) theory about formative assessment. The formative assessment strategies are on the fly assessment, planned-for interaction, and curriculum-embedded assessment.

Table 4.2 Teachers' Understanding of FA Strategies (Questionnaire)

FA Purposes	Agree	Disagree
I use and understand planned-for interaction as the FA strategies	89%	11%
I use and understand on-the-fly assessment as the FA strategies	85%	15%
I use and understand curriculum-embedded assessment as the FA strategies	89%	11%

Total Average	88%	12%
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Planned-for interaction & Curriculum-embedded assessment – based on the data gained from the questionnaire, it can be seen that almost 89% of 3 EFL teachers understand and use planned-for interaction as formative assessment strategy, which means that EFL teachers they plan the FA during the lesson in order to enable students to explore ideas and stimulate students' thinking. However, it was revealed that 11% of them do not understand that planned-for interaction is one of the formative assessment strategies. Also it can be seen that curriculum-embedded assessment has the same percentage with planned-for interaction.

On-the-fly assessment – moreover, 85% of them understand and use on-the-fly assessment as formative assessment strategy, which means they spontaneously do FA during the lesson. Meanwhile, it was revealed that 15% of them do not understand that on-the-fly assessment is one of the formative assessment strategies.

Overall, after calculating the data gained from the questionnaire, it can be conclude that most of EFL teachers (87%) understand the strategies of formative assessment can be planned for interaction, on-the-fly assessment, and curriculum-embedded assessment; however it was revealed that 13% of them do not understand the strategies of formative assessment.

4.2.1.4 The Principles of Formative Assessment

The third part of questionnaire (statement 8-11) is to find out the answer sub question c, which is to find ou theachers' understanding of the principles of formative assessment. There are four principles stated in (Heritage 2007), they are identifying the

"gap," feedback, student involvement, and learning progressions. Table 4.3 describes the data gained from the questionnaire.

Table 4.3 Teachers' Understanding of FA Principles (Questionnaire)

FA Purposes	Agree	Disagree
I use and understand FA to identify the gap	90%	10%
I use and understand FA to see what is student to be learned, and to help teachers locate students' current status on the continuum along which students are expected to progress	90%	10%
I use and understand FA to improve learning through the active involvement of students in their own assessment	85%	15%
I use and understand FA to give feedback on students' working	85%	15%
Total Average	86%	14%

Identify the gap – from the data gained questionnaire, it can be concluded that 90% of EFL teachers understand and agree about the principles of FA is to identify the gap between students' current status in learning and intended educational objective. However, it was revealed that only 10% of them did not comprehend that identify the gap is one of the FA principles.

Learning progressions – also it could be seen that 90% EFL teachers understand that learning progressions is one of the principles of FA which means it is as a tool to see what is student to be learned, and to help teachers locate students' current status on the continuum along which students are expected to progress. Meanwhile, it was revealed from the data gained from questionnaire that only 10% of them do not understand that learning progressions is one of the formative assessment principles.

Student involvement – based on the data gained from the questionnaire, 85% EFL teachers understand that student involvement is one of tools to improve learning through the active involvement of students in their own assessment. However, only 15% of them actually understand that student involvement is one of elements of FA that they need to understand.

Feedback – based on the data gained from the questionnaire, 85% EFL teachers claimed that they understand that feedback is a formative assessment principle as a tool to successful assessment and to build a real connection between students' thinking and what learning that is expected and focusses on teacher and students' quality and learning. However, only 15% EFL teachers understand and use feedback as one of FA principles. Based on the data above, it can be seen that identify the gap is the most formative assessment principle that they understand. Overall, it can be concluded that 86% of EFL teachers understand and agree the principles of FA on their perception. Meanwhile, it was revealed that 14% of them do not comprehend and agree about the formative assessment principles.

4.2.1.5 The Methods of Formative Assessment

The fourth part of questionnaire (statement 12-13) is to find out the answer sub question d, which is to seek teachers' understanding of the methods of formative

assessment. Table 4.4 shows the answer of formative assessment methods. There are two methods of formative assessments which are formal and informal method.

Table 4.4 Teachers' Understanding of FA Methods (Questionnaire)

FA Methods	Agree	Disagree
I understand and use formal FA methods	93%	7%
I understand and use informal FA methods	85%	15%
Total Average	89%	11%

Formal – based on the data gained from the questionnaire, most of the EFL teachers (93%) use and understand formal methods. However, it can be seen that only 7% of them do understand the method. **Informal** – moreover, it can be seen that 85% of them understand informal methods, but it was revealed based on the data above that 15% of them do not understand the informal method.

Overall, it can be concluded that 89% of EFL teachers understand the use of formative assessment methods, and it was found that only 11% of them do not understand formative assessment methods.

4.2.1.6 The Technique of Formative Assessment

The last part of questionnaire is to find out the answer sub question e, which is to seek teachers' understanding of the techniques of formative assessment. The

techniques are based on the National policy no. 66/2013 about assessment standard; those are technique for assessing attitude competence, knowledge competence, and skill competence.

Table 4.5 describes the data gained from the questionnaire; it shows the results of EFL teachers' perception of formative assessment techniques.

Table 4.5 Teachers' Understanding of FA Techniques (Questionnaire)

FA Technique	Agree	Disagree
Techniques for assessing attitude competence	81%	19%
Techniques for assessing knowledge competence	86%	14%
Techniques for assessing skill competence	83%	17%
Total Average	83%	17%

After calculating all the data from technique for assessing attitude competence, knowledge competence, and skill competence, it can be concluded that 83% of EFL teachers understand all the **formative assessment techniques**; however there is still 17% of them do not understand the assessment techniques.

1) Technique for Assessing Attitude Competence

The first technique is for assessing attitude competence. Table 4.6 describes the data gained from the questionnaire (statement 14-18).

Table 4.6 Teachers' Understanding of Techniques for Assessing Attitude Competence
(Questionnaire)

Techniques for Assessing Attitude Competence	Agree	Disagree
Questioning	84%	16%
Observation	85%	15%
Self-assessment	90%	10%
Peer-assessment	90%	10%
Total Average	87%	13%

Questioning – based on the data gained from the questionnaire, it shows that 84% EFL teacher understand and use the questioning technique. However, based on the data above, it shows that 16% do not understand and use questioning technique.

Observation – from the data gained from the questionnaire, 85% of them understand and use observation technique, meanwhile it was revealed that 15% of them do not understand and use observation as a technique for assessing attitude competence.

Self-assessment – also from the data gained above, it shows that 90% of them understand and use self-assessment technique; however it was revealed that 10% of them do not understand and use self-assessment as a technique for assessing attitude competence.

Peer-assessment – based on the data gained from the questionnaire, it shows that 90% EFL teachers understand and use peer-assessment as the technique for assessing attitude competence; hence 10% of them do not understand the technique.

Overall, it can be seen from the table above that questioning and observation are the most common technique that EFL teachers use as the technique for assessing attitude competence. Moreover, it can be concluded from the data gained from the questionnaire, it shows 87% of them understand, however it was revealed that 13% of them understand the technique for assessing attitude competence.

2) Technique for Assessing Knowledge Competence

The second technique is for assessing knowledge competence. Table 4.7 describes the data gained from the questionnaire (statement 19-21).

Table 4.7 Teachers' Understanding of Techniques for Assessing Knowledge Competence (Questionnaire)

Techniques for Assessing Knowledge Competence	Agree	Disagree
Written test	89%	14%
Oral test	84%	16%
Assignment	84%	16%

Total Average	86%	14%
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Written test – based on the data gained from the questionnaire, it shows that 89% EFL teacher understand and use the written test as one of formative assessment techniques for knowledge competence. However, it was revealed that only 11% of them do not understand and use written test as formative assessment techniques for knowledge competence.

Oral test& Assignment – from Table 4.6 above, it shows that 84% of EFL teachers understand and use oral test as formative assessment techniques for knowledge competence, while only 11% of them do not understand oral test technique. Moreover, assignment technique has the same percentage with the oral test technique.

It can be concluded that written test is the most common technique EFL teachers use for assessing knowledge competence. Moreover, after have been calculating from the questionnaire it shows 86% of them understand and use technique for assessing knowledge, meanwhile the data also shows that 14% of them do not understand and use technique for assessing knowledge.

3) Technique for Assessing Skill Competence

The first technique is for assessing knowledge competence. Table 4.8 describes the data gained from the questionnaire (statement 22-24).

Table 4.8 Teachers' Understanding of Techniques for Assessing Skill Competence (Questionnaire)

Techniques for Assessing Skill Competence	Agree	Disagree
Practice test	89%	11%
Project	83%	17%
Portfolio	76%	24%
Total Average	83%	17%

Practice test – based on the data gained from the questionnaire, it shows that 89% EFL teacher understand and use practice, meanwhile it shows that 11% of them understand and use practice test as formative assessment techniques for skill competence.

Project – moreover, it shows that 83% of them understand and use project technique, meanwhile it was revealed from the data above that 17% of them do not understand and use project as a technique for assessing knowledge competence.

Portfolio – from the data gained from the questionnaire, 76% of them claimed that they understand that portfolio is one of FA techniques, meanwhile it was revealed that 24% of them do not understand and use portfolio as a technique for assessing skill competence.

It can be concluded that practice test is the most common technique EFL teachers use for assessing skill competence. Moreover, after have been calculating from the

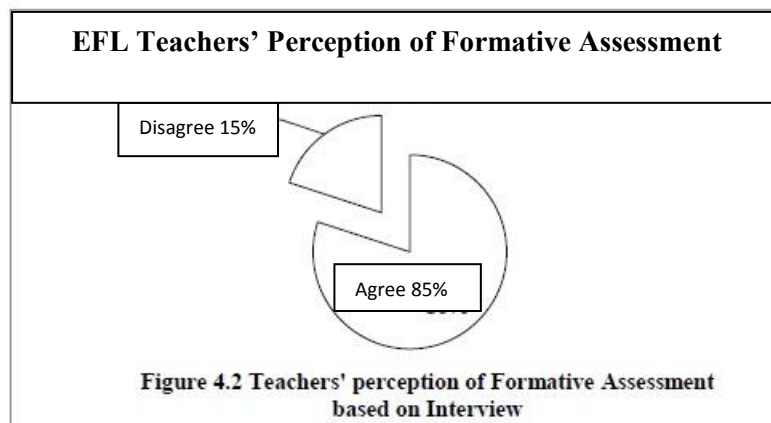
questionnaire it shows 83% of them understand and technique for assessing knowledge, meanwhile the data also shows that 17% of them do not understand and use technique for assessing skill competence.

4.2.2 Findings from the Interview

The interview was administered to 3 of 4 respondents. It was used to validate and support the information gained from questionnaires.

4.2.2.1 The Perception of Formative Assessment

To answer the main research question, the total percentage from the interview has been calculated. Following is the table of EFL teachers' perception of formative assessment gained from interview:



Based on the data above, it shows that 85% EFL teachers understand the concept of formative assessment; meanwhile it was revealed that 15% of them do not understand the concept of formative assessment.

4.2.2.2 The Purpose of Formative Assessment

The first part of interview is to find out the answer sub question a, which is to find out teachers' understanding of the purpose of formative assessment. Table 4.9 below revealed the results of EFL teachers' perception of formative assessment purposes from interview.

Table 4.9 Teachers' Understanding of FA Purposes (Interview)

FA Purposes	Agree	Disagree
I use and understand FA as a tool to develop students' learning	90%	10%
I use and understand FA as a tool to gather the gap information between students' achievement and intended instructional outcomes	87%	13%
I use and understand FA as a tool to adjust ongoing teaching and learning	87%	13%
I use and understand FA as a tool to help my students concentrate on their specific problems with their work and giving them a clear understanding of what is wrong and how to put it right	93%	7%
Total Average	89%	11%

Based on the data gained from the interview, it can be seen 11% of EFL teachers do not understand that formative assessment can be as a tool to develop students' learning. Meanwhile, it was revealed from the data above that more than half of them, 89% EFL teachers understand it, as stated from the data gained from the interview below:

"...saya menghargai semua proses." (teacher 1)

Moreover, 87% of them understand and use formative assessment as a process to gather information the gap between students' achievement and intended instructional outcomes. Following are the data gained from interview:

"agar siswa tau bahwa setiap saat mereka dievaluasi" (teacher 1)

"untuk melihat apakah siswa ini sudah menguasai materi apa belum" (teacher 2)

Meanwhile, there is 13% of them do not understand the purpose of formative assessment is to gather information the gap between students' achievement and intended instructional outcomes, it can be seen from EFL teacher' answer through interview below:

"pembelajaran tidak ada yang instan, supaya mahasiswa tetap berada pada apa yang tertera di silabus"

(teacher 2)

"untuk mengetahui tingkat pencapaian siswa terhadap tujuan pembelajaran, kompetensi siswa." (teacher 1)

From the EFL teachers' answers above it can be concluded that some of them (11%) still have misunderstanding what the purpose of formative assessment is, they refer formative assessment as a tool to achieve *Kriteria Ketuntasan Minimal* (KKM) and to measure students' achievement.

Also, it can be seen that 87% of them understand that the purpose of formative assessment is to adjust ongoing teaching and learning. It can be seen from EFL teachers' answer through interview:

"supaya apa yang sudah dirancang di silabusterlaksana" (teacher 1)

"...bisa jadi pertimbangan saya untuk menentukan teknik pembelajaran apa, untuk mengetahui dan menentukan teknik pembelajaran apa untuk materi yang akan diajarkan berikutnya," (teacher 2)

Meanwhile, it was revealed that (93%) respondents understand that formative assessment can be as a tool to adjust ongoing teaching and learning. It can be seen from their answer through interview below:

“supaya memantau pengetahuan siswa,itu yang saya sebut on going” (teacher 1)

Overall, it can be concluded that most EFL teachers understood what formative assessment purpose is. The last purpose of formative assessment, also it can be seen that 93% of them understand that formative assessment can be as a tool to help students to find out students' strengths and weaknesses properly. It could be seen from the data gained from interview:

“proses assessment nya itu untuk menunjang praktek mengajar dia yang menjadi puncaknya” (teacher` 3)

It was revealed that most of them (93%) understand and use formative assessment to help their students concentrate on their specific problems with their work and giving them a clear understanding of what is wrong and how to put it right.

Overall, after calculating the data gained from the interview, it can be concluded that most of them (89%) understand and use formative assessment as a tool to identify the gap in learning process, to gather information the gap between students' achievement and intended instructional outcomes, to adjust ongoing teaching and learning process, and to help students concentrate on their strengths and weaknesses, however it was revealed that 11% of them do not understand the purposes of formative assessment.

4.2.2.3 The Strategies of Formative Assessment

The second part of interview is to find out the answer sub question b, which is to seek teachers' understanding of the strategies of formative assessment. Table 4.10 describes the results of EFL teachers' perception of formative assessment strategies. These

strategies are based on the (Heritage 2007) theory about formative assessment. The formative assessment strategies are on the fly assessment, planned-for interaction, and curriculum-embedded assessment.

Table 4.10 Teachers' Understanding of FA Strategies (Interview)

FA Strategies	Agree	Disagree
I use and understand planned-for interaction as the FA strategies	87%	13%
I use and understand on-the-fly assessment as the FA strategies	93%	7%
I use and understand curriculum-embedded assessment as the FA strategies	100%	0%
Total Average	93%	7%

Planned-for interaction – based on the data gained from interview, it can be seen that 87% of 15 EFL teachers understand and use planned-for interaction as formative assessment strategy, which means that EFL teachers they plan the FA during the lesson in order to enable students to explore ideas and stimulate students' thinking. It can be seen from their answer through interview below:

“itu kan namanya blending ya, semua perencanaan sudah disusun ketika blending. Termasuk penilaian formatif.” (teacher 1)

“Iya harus direncanakan karena supaya sesuai dengan materi yang disampaikan, biasanya ya sebelum tes dilaksanakan ada perencanaan” (teacher 2)

However, it was revealed that 13% of them do not understand that planned-for interaction is one of the formative assessment strategies. Also it can be seen from the interview:

“iya, kalo kita ingin mengukur sejauh mana siswa mencapai kompetensi yang diharapkan atau tidak tentunya secara formal, sehingga terencana” (teacher 3)

On-the-fly assessment – moreover, 93% of them understand and use on-the-fly assessment as formative assessment strategy, which means they spontaneously do formative assessment during the lesson. As their answer through interview below:

“ya, seperti tanya jawab. Saya biasanya itu kalo sebelum menginjak materi saya tanya dulu, dia biasa jawab berarti masuk poin, kalo tidak yasudah. Jadi berupa tanya jawab aja, tapi materi yang sudah ajarkan” (teacher 2)

Meanwhile, it was revealed that only 7% of them do not understand that on-the-fly assessment is one of the formative assessment strategies. It can be seen from EFL teachers’ answer from interview:

“semua sudah disiapkan di silabus” (teacher 2)

Curriculum-embedded assessment – from the data gained from the interview, it can be seen that all of them understand and use curriculum-embedded assessment as the formative assessment strategy. Following are some EFL teachers’ answer gained from interview:

“itulah fungsinya silabus, supaya terstruktur” (teacher 1)

“kita mengadakan tes formatif itu otomatis berdasarkan kurikulum yang ada. cuma di kurikulum tidak dijelaskan secara eksplisit” (teacher 2)

Overall, it can be seen that all of them use curriculum-embedded assessment as their strategy. After calculating the data gained from the interview, surprisingly, it shows that the majority

of EFL teachers (93%) understand the purpose of formative assessment; however it was revealed that only 7% of them do not understand the strategies of formative assessment.

4.2.2.4 The Principles of Formative Assessment

The third part of interview is to find out the answer sub question c, which is to find out teachers' understanding of the principles of formative assessment. There are four principles stated in (Heritage 2007), they are identifying the "gap," feedback, student involvement, and learning progressions. Table 4.11 describes the data gained from the interview.

Table 4.11 Teachers' understanding of FA principles (Interview)

FA Principles	Agree	Disagree
I use and understand FA to identify the gap	90%	7%
I use and understand FA to see what is student to be learned, and to help teachers locate students' current status on the continuum along which students are expected to progress	87%	13%
I use and understand FA to improve learning through the active involvement of students in their own assessment	87%	13%
I use and understand FA to give feedback on students' working	93%	7%
Total Average	89%	11%

Identify the gap – from the interview it can be seen that 90% EFL teachers understand and agree about the principles of formative assessment is to identify the gap

between students' current status in learning and intended educational objective. It can be seen from their answers:

“penilaian formatif kan untuk tahu kelemahan dan kelebihan masing-masing mahasiswa”
(teacher 1)

“iya, itu sasaran kita untuk mengetahui kesenjangan antara hasil siswa dengan target yang telah ditargetkan” (teacher 3)

However, it was revealed that only 7% of them do not comprehend that identify the gap is one of the formative assessment principles.

“berhasil tidaknya penilaian formatif tergantung pada si mahasiswa itu sendiri” (teacher 3)

From the interview above it can be seen that some of them misunderstand that formative assessment do not score the students.

Learning progressions – also it could be seen that 87% EFL teachers understand that learning progressions is one of the principles of FA which means it is as a tool to see what is student to be learned, and to help teachers locate students' current status on the continuum along which students are expected to progress. It could be seen from the data gained from the interview below:

“ya, caranya dengan kegiatan itu kan ada mengamati, ya prosesnya dari situ, mulai dari mengamati” (teacher 3)

“iya, kita bisa liat mana yang cepat menangkap dan memang itu target ya, sasaran kita untuk mengetahui kelemahan dan kelebihan siswa” (teacher 2)

“iya, melihat mereka kekurangannya dimana, dan melihat metode yang bagus seperti apa untuk menutupi kekurangannya” (teacher 1)

Meanwhile, it was revealed from the interview that only 13% of them do not understand that learning progressions is one of the formative assessment principles. It can be seen from the data gained from the interview:

“iya, hasil direkam dalam buku nilai bisa jadi alat untuk melihat kelemahan dan kelebihan siswa per materi”
(teacher 3)

“iya, bisa dari tes formatif, nanti kan ada standarnya, kalo ga sampe standarnya nanti diulang, remedial”
(teacher 1)

From their answers above, it can be seen that some of them still do not understand properly that learning progressions is one of the principles of formative assessment.

Student involvement – based on the data gained from the interview, it was revealed that only 87% EFL teachers understand that student involvement is one of tools to improve learning through the active involvement of students in their own assessment, and the rest are do not understand properly. It can be seen from the data gained from the interview:

“ ketika teman mereka sedang perform mereka diminta untuk menilai temannya” (teacher 1)

“ketika peer dan self assessment mereka melakukan evaluasi” (teacher 2)

Feedback – based on the data gained from the interview, 93% EFL teachers claim that they understand that feedback is a formative assessment principle as a tool to successful assessment and to build a real connection between students’ thinking and what learning that is expected and focusses on teacher and students’ quality and learning.

However, only 7% EFL teachers do not understand and use feedback as one of formative assessment principles. It can be seen from the data gained from interview below:

“Kesuksesan dari feedback tidak melulu bergantung pada penilaian formatif, tetapi tergantung dari mahasiswa itu sendiri. (teacher 2)”

Based on EFL teachers’ answers above, it can be concluded that they do not understand feedback as formative assessment principle.

Based on the data above, it can be seen that feedback is the most formative assessment principle that they understand. Overall, after calculating the data above it can be conclude that 83% of EFL teachers understand and agree the principles of formative assessment on their perception. Meanwhile, it was revealed that 17% of them do not comprehend and agree about the formative assessment principles.

4.2.2.5 The Methods of Formative Assessment

The fourth part of interview is to find out the answer sub question d, which is to seek teachers’ understanding of the methods of formative assessment. Table 4.12 shows the answer of formative assessment methods. There are two methods of formative assessments which are formal and informal method.

Table 4.12 Teachers’ Understanding of FA Methods (Interview)

FA Methods	Agree	Disagree
I understand and use formal FA methods	85%	15%
I understand and use informal FA methods	87%	13%
Total Average	86%	14%

Formal – based on the data gained from the interview 85% EFL teachers use and understand formal methods. It can be seen from the data gained from the interview below:

“ada 6 portofolio sebagai tagihan” (teacher 1)

However, it can be seen that 15% of them do not understand the method. It can be seen from the data gained from the interview.

It can be concluded that they misunderstand the formal method of formative assessment; they use it as a tool to score the students.

Informal – moreover, it can be seen that 87% of them understand informal method; it can be seen from their answer through interview below:

“tanya jawab, iya itu saya lakukan juga ya, untuk mengetahui siswa mengerti atau tidak” (teacher 1)

“iya, biasanya selama pembelajaran kan gitu, tanya jawab” (teacher 2)

“iya, biar siswa ga ngantuk, jadi mereka berpikir kan” (teacher 3)

Based on their answers above, it can be concluded that that they use questioning in informal method to know whether their students understand the material or not, and to motivate students in the learning process.

Meanwhile, it was revealed based on the data above that 13% of them do not understand the informal method; it can be seen from their answers through interview below:

“iya, hasil tanya jawab dimasukan ke buku nilai” (teacher 2)

Based on the data above, it can be seen that some of them still score their student in formative assessment, moreover one of them refer informal method as assignment and ask them to do the assignment.

4.2.2.6 The Technique of Formative Assessment

The last part of interview is to find out the answer sub question e, which is to seek the techniques of formative assessment. The techniques are based on the National policy no. 66/2013 about assessment standard; those are technique for assessing attitude competence, knowledge competence, and skill competence.

Table 4.13 describes the results of EFL teachers' perception of formative assessment techniques the data gained from the interview.

Table 4.13 Teachers' Understanding of FA Techniques (Interview)

FA Techniques	Agree	Disagree
Techniques for assessing attitude competence	90%	10%
Techniques for assessing knowledge competence	90%	10%
Techniques for assessing skill competence	85%	15%
Total Average	88%	12%

After calculating all the data from technique for assessing attitude competence, knowledge competence, and skill competence, it can be concluded that 90% EFL teachers understand all the **formative assessment techniques**; however there is still 10% of them do not understand the assessment techniques.

1) Technique for Assessing Attitude Competence

This is the first technique for assessing attitude competence. Table 4.14 describes the data gained from the interview.

Table 4.14 Teachers' Understanding of Techniques for Assessing Attitude Competence (Interview)

Techniques for Assessing Attitude Competence	Agree	Disagree
Questioning	100%	0%
Observation	100%	0%
Self-assessment	100%	0%
Peer-assessment	100%	0%
Total Average	100%	0%

Questioning – based on the data gained from the interview, it shows that 100% EFL teacher understand and use the questioning technique. It can be seen from the data gained from interview below:

“iya, karena di bahasa akan lebih mudah untuk dilaksanakan, bisa langsung di koreksi, kita bisa tahu mereka paham apa tidak”

“impromptu questions itu penting ya, ketika ada kondisi dimana kita lihat mahasiswa kita belum mengerti, kita perlu melontarkan impromptu questions” (Teacher 3)

“untuk menguji pemahaman siswa, kita perlu bertanya, supaya siswa terus merasa bahwa mereka di evaluasi.” (Teacher 1)

Observation – from the data gained from the interview, 100% of them understand and use observation as a technique of formative assessment for assessing attitude competence; it can be seen from EFL teachers' answer below:

“sudah jelas kalau untuk mata kuliah microteaching, formatif nya itu observasi, kita lihat perkembangan si mahasiswa dalam praktek microteaching” (Teacher 1)

“kita harus mengobservasi, harus memantau siswa” (Teacher 2)

Meanwhile it was revealed that 0% of them do not understand and use observation as a technique for assessing attitude competence.

Self-assessment – also from the data above, it shows that 100% of them understand and use self-assessment technique. It can be seen from EFL teachers' answer through interview below:

“self-assessment itu bagian dari portofolio sebagai tagihan,, pasi diterapkan” (Teacher 3)

“endingnya mahasiswa harus bisa mengajar sendiri, maka dari itu penting self-assessment.” (Teacher 2)

It was revealed that 0% of them do not understand and use self-assessment as a technique for assessing attitude competence.

Peer-assessment – based on the data gained from the interview, it shows that 100% EFL teachers understand and use peer-assessment as the technique for assessing attitude competence.

“Jelas ada, sebelum mahasiswa self-teaching, mereka ada peer-teaching dulu.” (Teacher 1)

“Peer teaching itu penting, makannya dilakukan, supaya mahasiswa bias belajar dari sejawatnya” (Teacher 2)

0% of them do not understand the technique. All of their answers represent that they do understand the peer-teaching.

2) Technique for Assessing Knowledge Competence

The second technique is for assessing knowledge competence. Table 4.15 describes the data gained from the interview.

Table 4.15 Teachers' Understanding of Techniques for Assessing Knowledge Competence (Interview)

Techniques for Assessing Knowledge Competence	Agree	Disagree
Written test	85%	15%
Oral test	93%	7%
Assignment	80%	20%
Total Average	86%	14%

Written test – based on the data gained from the interview, it shows that 85% EFL teacher understand and use the written test as one of formative assessment techniques for knowledge competence.

“tabel-tabel observasi itu harus diisi dari hasil observasi berupa penjelasan gamblang” (Teacher 1)

However, it was revealed that only 15% of them do not understand and use written test as formative assessment techniques for knowledge competence.

Oral test – from the table above, it shows that 93% of EFL teachers understand and use oral test as formative assessment techniques for knowledge competence.

“iya, saya cenderung suka melakukan oral tet, dimana di situ pemahaman siswa lebih terlihat.” (Teacher 1)

Meanwhile, based on the data above, only 7% of them do not understand oral test technique.

Assignment – from the table above, it shows that 80% of EFL teachers understand and use oral test as formative assessment techniques for knowledge competence. It can be seen from EFL teachers’ answer below:

“iya, penugasan itu selalu ada ya, dari portofolio 1-6” (Teacher 5)

It can be concluded that oral test is the most common technique EFL teachers use for assessing knowledge competence. Moreover, after have been calculating from the interview it shows 86% of them understand and use technique for assessing knowledge.

3) Technique for Assessing Skill Competence

The first technique is for assessing knowledge competence. Table 4.16 describes the data gained from the interview.

Table 4.16 Teachers’ Understanding of Techniques for Assessing Skill Competence (Interview)

Techniques for Assessing Skill Competence	Agree	Disagree
Practice test	80%	20%
Project	85%	15%
Portfolio	100%	0%
Total Average	88%	12%

Practice test – based on the data gained from the interview, it shows that 80% EFL teacher understand and use practice.

“practice test itu penting untuk microteaching.” (Teacher 1)

Meanwhile it shows that 20% of them understand and use practice test as formative assessment techniques for skill competence.

Project – moreover, it shows that 85% of them understand and use project technique. It can be seen from the data gained from the interview below:

“pertama itu mereka disuruh untuk me review language focus dan ditampilkan di kelas” (Teacher 2)

Meanwhile it was revealed from the data above that 15% of them do not understand.

Portfolio – from the data gained from the interview, 100% of them claimed that they understand that portfolio is one of FA techniques. Following are EFL teachers’ answer gained from the interview:

“di rpkps memang sudah ditentukan ada 6 portofolio sebagai tagihan” (Teacher 1)

“portofolio-portofolio itu untuk menunjang microteaching itu sendiri(Teacher 2)

Meanwhile it was revealed that 0% of them do not understand and use portfolio as a technique for assessing skill competence.

Overall, it can be concluded that practice test is the most common technique EFL teachers use for assessing skill competence. Moreover, after have been calculating from the interview it shows 88% of them understand and use technique for assessing knowledge, meanwhile the data also shows that 12% of them do not understand and use technique for assessing skill competence.

4.3 Analysis and Discussion

To address the research question, the discussion focuses on five research sub questions as the EFL teachers’ perception of formative assessment in ELE-SP UNJ. The sub questions are

their perception of formative assessment purposes, their perception of formative assessment strategy, their perception of formative assessment principles, their perception of formative assessment methods, and their perception of formative assessment techniques in EFL classrooms.

4.3.1 The Perception of Formative Assessment

To answer the main research question, the total percentage from the questionnaire and interview has been calculated. Following is the table of EFL teachers' perception of formative assessment gained from questionnaire and interview:

Table 4.17 Teachers' Understanding of Formative Assessment

Formative Assessment Perception	
Questionnaire	Interview
96%	98%

Based on the data gained from questionnaire, it shows that 93% EFL teachers claim that they understand the concept of formative assessment referring to the literature and Permendikbud no 66/2013. It means she/he understand concept of formative assessment.

Meanwhile, based on the data gained from interview, it revealed that 93% of them understand the concept of formative assessment. Based on the interview, some EFL teachers also stated their problems in doing formative assessment; they said that their usually explained more to their students but know they have to encourage the students to be more active, which is hard for them since students' unstable motivation.

4.3.2 The Purposes of Formative Assessment

Following is the table of EFL teachers' perception of formative assessment purposes gained from questionnaire and interview:

Table 4.18 Teachers' Understanding of Formative Assessment Purposes

FA Purposes	Questionnaire	Interview
I use FA to develop students' learning	90%	93%
I use FA to gather the gap information between students' achievement and intended instructional outcomes	93%	97%
I use FA to adjust ongoing teaching and learning	90%	97%
I use FA to help my students concentrate on their specific problems with their work and giving them a clear understanding of what is wrong and how to put it right	95%	97%
Total Average	93%	97%

From the questionnaire, it can be seen that 90% of EFL teachers understand and use FA as a tool to develop students' learning. Moreover, from the questionnaire, it can be seen that 97% EFL teachers understand and use formative assessment as a process to gather information the gap between students' achievement and intended instructional outcomes; moreover the data gained from the interview show the same percentage 97% of them understand the purpose. Based on the data gained from the questionnaire, 97% EFL teachers understand and use formative assessment as a tool to adjust ongoing teaching and learning. However, based on the data gained from the interview, 97% EFL teachers understand and use FA to adjust ongoing teaching and learning in order to help students achieve their desired instructional outcomes.

The last purpose of formative assessment, it can be seen from the data gained from questionnaire that 95% EFL teachers understand and use FA to help their students, by ask them to concentrating on their specific problems with their work and giving them a clear understanding of what is wrong and how to put it right, but unfortunately, based on the data gained from the interview, only 97% of them actually understand and use it.

It can be concluded that most of EFL teachers understand and use FA as a tool to develop students' learning. Overall, from the data gained from the questionnaire, it could be seen that 87% EFL teachers understand the FA purposes. Meanwhile, this is surprising it was revealed from the data gained from the interview, only 95% of them understand the purposes of formative assessment. So, EFL teachers' perception of formative assessment purpose is a process to gather information the gap between students' achievement and intended instructional outcomes and to adjust ongoing teaching and learning. Moreover, one of them stated that they understand and use formative assessment as a tool to develop students' learning and help students to concentrate on their weaknesses and strengths.

4.3.3 The Strategies of Formative Assessment

Following is the table of EFL teachers' perception of formative assessment strategies gained from questionnaire and interview:

Table 4.19 Teachers' Understanding of Formative Assessment Strategies

FA Strategies	Questionnaire	Interview
I use and understand planned-for interaction as the FA strategies	89%	87%
I use and understand on-the-fly assessment as the FA strategies	85%	93%
I use and understand curriculum-embedded assessment as the FA strategies	89%	100%
Total Average	88%	93%

Planned-for interaction– from the questionnaire, it can be seen that 89% EFL teachers understand and use planned-for interaction as a FA strategy, which means they plan the FA during the lesson in order to enable students to explore ideas and stimulate students' thinking; meanwhile it was revealed from the data gained from interview 87% EFL the strategy.

On-the-fly assessment– based on the data gained from the questionnaire, it can be seen that 85% EFL teachers understand and use on-the-fly assessment as their FA strategy, which means they spontaneously do FA during the lesson, however based on the data gained from the interview there are 93% EFL teacher understand and use on-the-fly assessment, it might be because they do the strategy but they do not know the name of the strategy.

Curriculum-embedded assessment– from the questionnaire, it can be concluded that 89% EFL teachers understand and agree that curriculum-embedded assessment strategies on their perception. Meanwhile, from the interview 100% of them understand curriculum-embedded assessment as the strategies of formative assessment.

Based on the data above, it can be seen that EFL teachers understand and use curriculum-embedded assessment strategy is commonly use. Overall, after have been calculating the questionnaires, it can be concluded that 88% EFL teachers understand the strategies of formative assessment. Moreover, after been interview, the data shows that most of them (93%) understand and use the FA strategies, this gap between their perception from the questionnaire and interview could be because they do not know the name of the strategies.

4.3.4 The Principles of Formative Assessment

Following is the table of EFL teachers' perception of formative assessment principles gained from questionnaire and interview:

Table 4.20 Teachers' Understanding of Formative Assessment Principles

FA Principles	Questionnaire	Interview
I use and understand FA to identify the gap	90%	100%
I use and understand FA to see what is student to be learned, and to help teachers locate students' current status on the continuum along which students are expected to progress 87%	87%	87%
I use and understand FA to improve learning through the active involvement of students in their own assessment	84%	87%
I use and understand FA to give feedback on students' working	85%	93%
Total Average	86%	91%

Identify the gap – from the questionnaire, it can be concluded that 90% of EFL teachers understand and agree about the principles of FA is to identify the gap between students' current status in learning and intended educational objective.

Learning progressions– from the questionnaire, it could be seen that 87% EFL teachers understand that learning progressions is one of the principles of FA which means it is as a tool to see what is student to be learned, and to help teachers locate students' current status on the continuum along which students are expected to progress. Meanwhile, it can be seen from the data gained through interview that 87% of them understand what is learning progressions is.

Student involvement – based on the data gained from the questionnaire, 84% EFL teachers understand that student involvement is one of tools to improve learning through active involvement of students in their own assessment. Surprisingly, based on the data gained from

the interview, only 87% of them actually understand that student involvement is one of elements of FA that they need to understand.

Feedback– based on the data gained from the questionnaire, 85% EFL teachers claimed that they understand that feedback is a FA principle as a tool to successful assessment and to build a real connection between students’ thinking and what learning that is expected and focusses on teacher and students’ quality and learning. In the same way, based on the data gained from the interview, 93% EFL teachers understand and use feedback as one of FA principles.

Based on the data gained from the questionnaire and interview, it can be seen that feedback is the most FA principle that they understand. Overall, it can be conclude that 86% of EFL teachers understand and agree the principles of FA on their perception. Meanwhile, it was revealed from the interview only 83% of them comprehend and agree about the FA principles. Moreover, after been interview only one teacher comprehends all four principles. In the other hand, there is one of them using curriculum-embedded assessment as the principle of formative assessment. It can be conclude that EFL teachers do not really comprehend the principles of formative assessment.

4.3.5 The Methods of Formative Assessment

Following is the table of EFL teachers’ perception of formative assessment methods gained from questionnaire and interview:

Table 4.21 Teachers’ Understanding of Methods Formative Assessment

FA Methods	Questionnaire	Interview
I understand and use formal FA methods	93%	85%

I understand and use informal FA methods	85%	87%
Total Average	87%	88%

Formal methods– based on the data gained from the questionnaire, most of the EFL teachers (93%) use and understand formal methods. This is surprising based on the highest percentage got from the data gained from questionnaire, it was revealed based on the data gained from the interview.

Informal methods– based on the data gained from the questionnaire 87% understand the informal method.

The average percentage from the questionnaire was 93% EFL teachers. Surprisingly, from the data gained from interview most of them (87%) claimed they understand informal method.

4.3.6 The Techniques of Formative Assessment

The techniques are based on the National policy no. 66/2013 about assessment standard; those are technique for assessing attitude competence, knowledge competence, and skill competence.

The table below describes the data gained from the questionnaire and interview, and shows the results of EFL teachers' perception of formative assessment techniques.

Table 4.22 Teachers' Understanding of Formative Assessment Techniques

FA Techniques	Questionnaire	Interview
Attitude Competence	81%	85%

Knowledge Competence	86%	86%
Skill Competence	83%	90%
Total Average	83%	87%

After calculating all the data from technique for assessing attitude competence, knowledge competence, and skill competence, it can be conclude that 83% EFL teachers understand all the **formative assessment techniques**; however it was revealed from the interview while 85% of them understand the formative assessment techniques.

1) Techniques for Assessing Attitude Competence

The first technique is for assessing attitude competence. The table below describes the data gained from the questionnaire and interview:

Table 4.23 Teachers' Understanding of Technique for Assessing Attitude Competence

Attitude Competence	Questionnaire	Interview
Questioning	84%	100%
Observation	84%	91%
Self-assessment	82%	100%
Peer-assessment	80%	93%
Total Average	81%	93%

Questioning– based on the data gained from the questionnaire, it shows that 84% EFL teacher understand and use the questioning technique; moreover based the data gained from the interview it shows that all the teacher (100%) understand and use questioning technique.

Observation– from the data gained from the questionnaire, 84% of them understand and use observation technique.

Self-assessment– from the data gained from the questionnaire, it shows that 82% of them understand and se self-assessment technique, however it was revealed from the data gained from the interview only 73% of them understand and use self-assessment as a technique for assessing attitude competence.

Peer-assessment– based on the data gained from the questionnaire and interview, it shows that 80% EFL teachers understand and use peer-assessment as the technique for assessing attitude competence.

It can be concluded, from the questionnaire, that 81 % teachers understand 5 techniques of formative assessment in attitude. It can be concluded that teachers understand the concept of FA techniques in attitude competence.

2) *Techniques for Assessing Knowledge Competence*

The second technique is for assessing knowledge competence. The table below describes the data gained from the questionnaire.

Table 4.24 Teachers' Understanding of Technique for Assessing Knowledge competence

Knowledge Competence	Questionnaire	Interview

Written test	89%	80%
Oral test	84%	93%
Assignment	84%	80%
Total Average	86%	78%

Written test– based on the data gained from the questionnaire, it shows that 89% EFL teacher understand and use the written test as one of FA techniques.

Oral test– from the data gained from the questionnaire, 84% of them understand and use observation technique, meanwhile it was revealed from the data gained from the interview that 93% of them understand and use observation as a technique for assessing knowledge competence. Some of them even do not have clear understanding what oral test is, they refer oral test as practice test.

Assignment– from the data gained from the questionnaire, it shows that 84% of them understand that assignment is one of FA techniques, however it was revealed from the data gained from the interview only 80% of them understand assignment as a technique for assessing knowledge competence, since some of them have misunderstanding what assignment in FA purpose is, they score and put the score it the score book.

After have been calculating from the questionnaire, it shows 86% of them understand and use technique for assessing knowledge, meanwhile the data from interview shows that only 11% of them understand and use technique for assessing knowledge properly.

3) *Techniques for Assessing Skill Competence*

The third technique is for assessing attitude competence. The table below describes the data gained from the questionnaire.

Table 4.25 Teachers' Understanding of Technique for Assessing Skill Competence

Skill Competence	Questionnaire	Interview
Practice test	89%	93%
Project	83%	80%
Portfolio	96%	100%
Total Average	83%	93%

Practice test– based on the data gained from the questionnaire, it shows that 89% EFL teacher understand and use practice test as one of FA techniques, moreover based the data gained from the interview it shows that only 80% understand and use practice test as FA technique.

Project– from the data gained from the questionnaire, 83% of them understand and use project technique, meanwhile it was revealed from the data gained from the interview that 80% of them understand and use project as a technique for assessing knowledge competence.

Portfolio– from the data gained from the questionnaire, 96% of them claimed that they understand that portfolio is one of FA techniques, meanwhile it was revealed from the data gained from the interview only 100% of them understand and use portfolio as a technique for assessing skill competence.

After have been calculating from the questionnaire, it shows 83% of them understand and use techniques for assessing knowledge, meanwhile the data from interview shows that only 67% of them understand and use technique for assessing knowledge properly. Four EFL teachers know all the techniques. In contrast, two EFL teachers only understand and use practice test in assessing skill competence. They do not understand project and portfolio.

4.4 Limitation of the Study

In this study, the writer focuses on the perceptions of formative assessment in ELE-SP UNJ. However, this study has some limitations associated with the sample of schools and teachers, the data collection methods and the overall study design approach.